**Lesson 3:** Precipitation  
**Grade Level:** 4th grade

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| **Objective:**    By the end of the lesson, students will be able to define precipitation, name the different kinds of precipitation, and explain what happens during the water cycle from the first step to the last |
| **Standards:**  **ELA:**   * **C**CSS.ELA-LITERACY.SL.4.1.C: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. * CCSS.ELA-LITERACY.SL.4.1.D: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   **NGSS:**   * **4-ESS2-1**. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation * **SEP**: Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide * **DCI:** ESS2.A: Earth Materials and Systems * **CCC**: Patterns can be used as evidence to support an explanation. |
| **Materials/Technology:**   * Smarboard * Hot water * Styrofoam cups * Plastic clear cups * Chromebooks * Access to internet at home for class Wikki |
| **Initiation:**  **-**The class will begin by going over the pre-unit questions that the students answered on the online Wiki  **Procedure:**  **-**Students know that this unit will have hands on experiments in the class, and further explanation of concepts using technology at home  -Class will meet on the rug in their SmartBoard spots  -I will bring up the experiment and Wikki homework from yesterday regarding condensation; what did we learn about? What happens to all of the water that condenses up in our atmosphere? The students will have time to think and then turn and talk about what they learned from the experiment, the Wikki, and their notes, before bringing their ideas to the rest of the class  -Students should make predictions as to what the next stage is and where it goes in our model  -The topic of precipitation will be introduced and students will begin the next experiment  -Lab groups will observe their “Water Cycle in a Bag” experiments again and identify the new process that they see occurring (water condenses and drips down the sides—precipitation) for about 15 minutes  -I will be circulating to each group and make sure that students are recording what they see, are having productive conversations about the experiment, and drawing what they see happening  -Once observations and brief group discussions are completed the class will watch a BrainPOP video to round out the first three stages of the water cycle (up to 2:00)  -Next, students will be told about the writing prompt that they are to do individually using their Wikki resources, notes, and Padlet observations  -To wrap up the cycle as a whole, the students will listen to the water cycle song, before revisiting the objective  At Home:  -At home, the students will use the online Wikki to explore the idea of precipitation and learn about the different types of precipitation  -They will add their observation notes to the lesson 3 padelt, watch any videos and slide shows, complete a matching activity, and using the rubric provided, complete their “My Life as a Drop of Water Prompt” |
| **Differentiation:**    **-**A few students may come to the back kidney table, if they need writing and sentence structure support  -Students can also type their notes instead of writing them out |
| **Assessment:**    -The students will be assessed in two forms:  1. I will be informally assessing the students as I walk around the room during their experiments  2. Students will be assessed by completing the online Padlet post, complete the online matching activity, and handing in their my life as a drop of water quiz via the Wikki |